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ABSTRACT

The purpose of this manual is to assist the teacher in improving his teaching of English-as-a-second-language. It is particulary recommended for teachers of children whose mother tongue is Spanish. A preliminary test for teachers on English phonemes and identification of articulatory organs is included. The English sound system is described, including stops, split fricatives, groove fricatives, affricates, resonants, and semiconsonants. A consonant chart, vowel chart, and answers to the teacher's pre-test are appended. (RL)

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# "TEACHING ENGLISH TO MIGRANT CHILDREN"

by

E. HECTOR ZAMORANO

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"THE TEACHERS OF MIGRANT CHILDREN MUST ENDEAVOR NOT TO PERPETUATE MIGRANTS AND MIGRANCY, BUT TO TERMINATE BOTH. THE FASTER WE ACCOMPLISH OUR TASK, THE BETTER FOR THE CHILDREN AND US."

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## FOREWORD

The purpose of this manual is to instruct the teacher how to better teach English as a second language to children. Especially, those who possess Spanish as the mother tongue.

Since most all information and statistics released on migrant children points to the fact that at least ninety percent of them are Spanish-speaking, it is necessary for the teacher to be prepared to teach the child with language difficulty and of a different ethnic background. This includes language as well as culture.

A child's cultural heritage, especially that of a migrant child, must not be ignored! To enable the child to get the most from his association with a teacher not of the same ethnic background, the teacher must do her part by learning all that she can about the child, his culture and language, and his idiosyncracies. The teacher must incorporate into her everyday classroom and school activities this particular knowledge to help the children in their progress and adjustment.

## PRELIMINARY TEST FOR TEACHER

The purpose of this pre-test is to evaluate the teacher's knowledge of the English sound system before attempting to use this Manual. It is hoped that the teacher will take the pre-test. The post test will, hopefully, show a 90% gain in the score and, better still, in the knowledge the teacher acquires of linguistics and its application in teaching English to Spanish-speaking children.

The post test and answers are included in appendix C.

## Preliminary Test

1. Classify these sounds as to the major point of articulation, the manner of articulation, and voicing. (2 pts. ea.)-10 pts.

| | | | |
|---|---|---|---|
| p | 1. | 2. | 3. |
| t | 1. | 2. | 3. |
| k | 1. | 2. | 3. |
| f | 1. | 2. | 3. |
| θ | 1. | 2. | 3. |

2. What is language? (10 pts.)

3. What is linguistics? (10 pts.)

4. Explain these terms: (5 ea. - 10 pts.)

   Encode-

   Decode-

5. A phoneme is: (circle one) (10 pts.)

   1. form
   2. the smallest unit of sound that distinguishes one utterance of a word from another in a given language
   3. any of the variant forms of a morpheme
   4. none of these

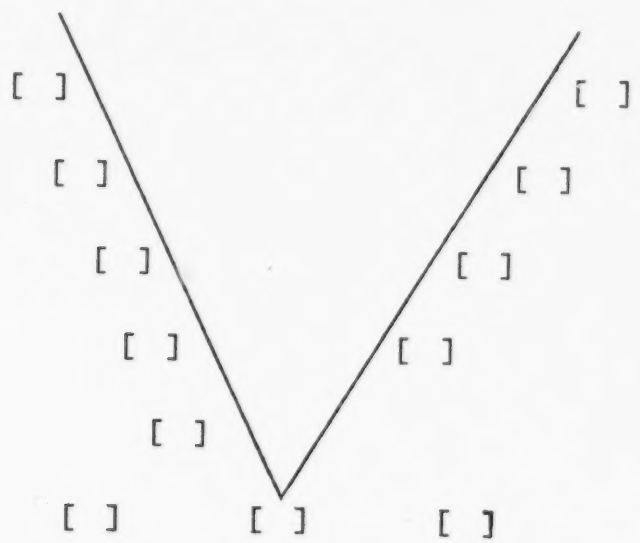
6. Using the designations-Normal (2), High (3), Low (1), - mark the following sentence for pitch. ( 4 1/2 pts. ea. - 9 pts.)

| | |
|---|---|
| Statement | This is a village. |
| Question | Is this a village? |

7. Use the following sentence as a model and complete a one-slot substitution drill. (No person, number) (5 pts.)

Model: I have paper.

8. Complete the vowel triangle: (1 ea. - 12 pts.)



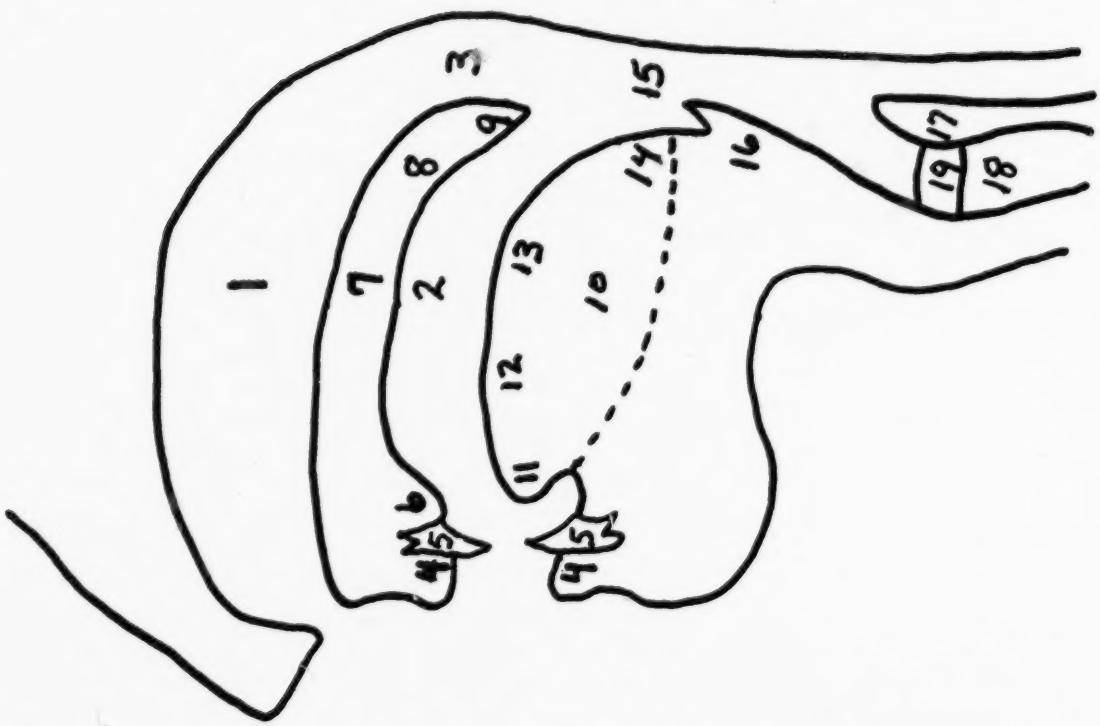

9. Name three English sounds that present difficulty in pronunciation for a Spanish-speaker. (3 ea. - 9 pts.)

1. 2. 3.

10. List the articulatory organs on the diagram furnished. (15 pts.)

# ARTICULATORY ORGANS

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.
13.
14.
15.
16.
17.
18.
19.



# THE ENGLISH SOUND SYSTEM

# THE ENGLISH SOUND SYSTEM

The specific area to which the following information belongs is defined as phonetics and not phonics. Phonics deals with reading and the letters of the alphabet and the application of phonics to the teaching of reading. Written symbols and spoken symbols belong to entirely different systems of language. The spoken symbols presented here are classified under phonetics.

The teacher must remember the sounds and their accurate description and production. In order to teach a non-English or dialectical English speaking child the teacher must diagnose the sounds not common or the sounds presenting the difficulty to the child being taught.

If the teacher knows precisely the manner of articulation and placement of the articulatory organs as well as whether or not the vocal cords are vibrating in the particular English sound production, the teacher is able to give brief and sound phonetic advice to produce or correct the sound presenting the difficulty to the child. Thus, a chart is furnished as part of basic reference material for the teacher. (See appendix A)

Classification of sounds

1. Where the sound is made and by which organ of articulation.
2. Manner of sound production.
3. When the sound is made, do vocal cords vibrate?

The articulatory organs are

1. The Tongue
2. The Teeth
3. The Lips
4. The Gum Ridge
5. The Hard Palate
6. The Soft Palate or Velum
7. The Uvule

Thus, the points of articulation:

1. Bilabial- sound produced in which both lips are brought together or close together.
2. Labiodental- sound produced by the upper teeth resting on the lower lip.
3. Dental- sound by the tongue tip extended slightly between upper and lower teeth.

4. Alveolar (gum ridge)- sound produced by tongue touching the ridge behind upper front teeth.

5. Palatal- sound produced by back of tongue touching hard palate.

6. Velar- sound produced by back of tongue touching the soft palate.

7. Glottal or Aspirate- sound produced by aspiration of air aided by tension of the glottis.

Manner of Articulation

1. Stop (plosive)- sound produced after the complete closure of air passageway which prevents any flow of air as well as sound and the subsequent sudden release allowing the sound to explode.

2. Fricative- sound produced by the friction of air flow slowly through passageway made narrower by the organ of articulation.

3. Affricate- sound produced by brief closure of air passageway followed by gradual enlargement of air passageway and subsequent release of air stream during which a fricative sound is produced.

4. Lateral- sound produced when the tip of the tongue touches tightly against the hard palate. This allows the air stream and the sound to flow over the sides of the tongue.

5. Glottal (aspirate)- sound produced by the aspiration of air helped by the tension glottis.

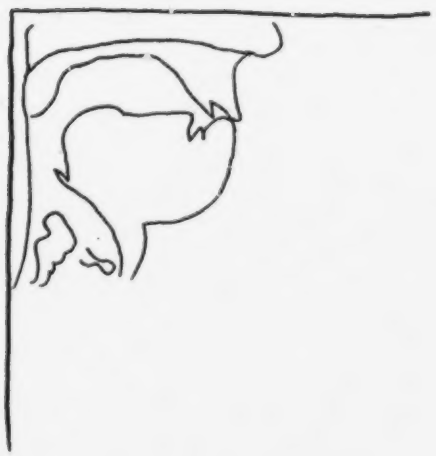
Voiced and Voiceless

A most vital consideration in the classification of sounds is the use of or lack of use of the vocal cords. The sound produced by the lack of vibration in the vocal cords is voiceless. The sound produced by vibration of the vocal cords is voiced.

STOPS

[ p ]

[ b ]



Dictionary Spelling:

p

Technical Description:

/p/ Voiceless bilabial stop

/b/ Voiced bilabial stop

Diagnosis:

Initial /p/ won't present too much difficulty if the student is made to pronounce the sound with a slight aspiration or puff of air between the consonant and the vowel that follows. When /p/ appears at the end of a syllable or in an unstressed position there is no puff of air.

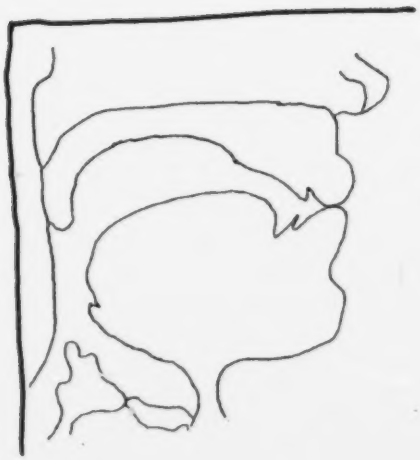
Exercise: Note: The speaker can be made aware of the aspiration by holding a lighted match before the mouth and saying:

| Spanish | - | English |
|---|---|---|
| pipa | | pipe |

| Initial | Final |
|---|---|
| pie | stop |
| people | slip |
| pound | hop |
| pipe | keep |
| purr | hospital |

Teaching points:

1. Have students place articulatory organs in position, show the student.
2. Have student make sound with the above characteristics, such as puff of air.
3. Practice words in exercises.



[ p ]

[ b ]

Dictionary spelling:

b

Technical Description:

/p/ Voiceless bilabial stop

/b/ Voiced bilabial stop

Diagnosis:

The sound /b/ and /v/ are the same in Spanish. In their production only the lips are used. Thus, the teacher will have to show the difference for /v/ which will be discussed separately.

The Spanish /b/ is a fricative sound whereas in English it is a stop. Thus, the student needs to learn to close the puff of air. The sound must be worked with especially between vowels and in final position.

Exercise:

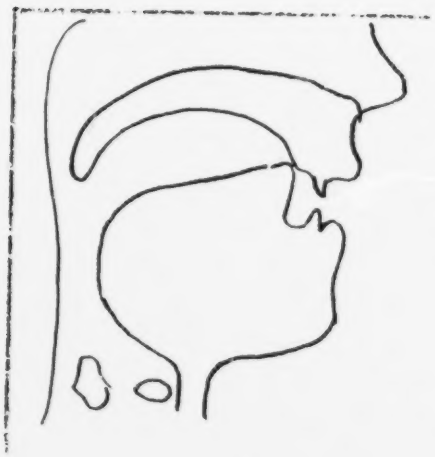
| Initial | Intervocalic | Final pos. |
|---|---|---|
| bought | bubble | crib |
| boy | baby | rob |
| berry | maybe | Bob |
| bought | Bobby | crab |
| Ben | Tubby | job |

Teaching points:

1. Have student place articulatory organs in position. Lips together. Show student.

2. Have student make sound with above characteristics.

3. Drill sound in all positions using above words as well as others according to grade level.



[ t ]

[ d ]

Dictionary Spelling:

t and d

Technical Description:

/t/ Voiceless alveolar stop

/d/ Voiced alveolar stop

Diagnosis:

The Spanish /t/ differs from English /t/ in the point of articulation. English /t/ is alveolar while Spanish /t/ is dental.

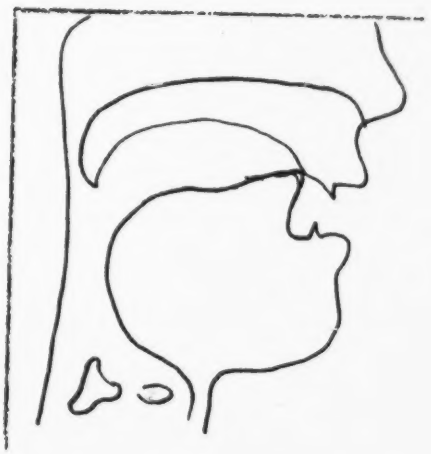
Exercise:

Note: At the beginning of stressed syllables, the sound /t/ is made with a slight puff of air or aspiration between the consonant and the vowel that follows. At the end of a syllable the sound is made with no aspiration or slight puff of air.

| Initial | Final |
|---|---|
| table | cat |
| taxi | dot |
| took | but |
| talk | pet |
| toast | put |

Teaching points:

1. Teach students to place the point of the tongue on the alveolar ridge rather than the upper teeth edge.
2. Have students release the sound with a good puff of air in initial position, less in final position.
3. Compare with minimal pairs, such as <u>ten</u> and <u>den.</u>



[ t ]

[ d ]

Dictionary Spelling:

t and d

Technical description:

/t/ Voiceless alveolar stop

/d/ Voiced alveolar stop

Diagnosis:

The Spanish /d/ is dental, in contrast to the English alveolar /d/. In certain words in Spanish such as cada, the sound is a voiced dental fricative somewhat like the English /ð/ in lather.

Exercise:

Note: At the beginning of stressed syllables, the sound of /d/ is made with a slight puff of air or aspiration between the consonant and the vowel that follows. At the end of a syllable the sound is made with no aspiration or slight puff of air.

| Initial | Intervocalic | Final |
|---|---|---|
| dime | dandy | dad |
| dance | daddy | toad |
| dog | Andy | road |
| ding | today | pud |
| Dan | ready | mud |

Teaching points:

1. Teach students to place the point of the tongue on the alveolar ridge rather than behind the upper teeth.

2. Have students place their fingers against the throat and feel vibration of vocal cords as they voice the /d/ sound.

3. Compare the contrast of /t/ and /d/ sounds with practice of minimal pairs such as tin and din. Practice sound in all positions.

[ k ]

[ g ]

Dictionary Spelling

k and g

Technical Description:

/k/ Voiceless velar stop

/g/ Voiced velar stop

Diagnosis:

The sound /k/ presents hardly any problem. It must be noted that this sound is that of the letter c before vowels a, o, and u. Also, this also represents the sound of the letters k and qu. The only caution to the learner is to explode the sound slightly.

Exercise:

Note: Again the lighted match or a strip of cloth or tissue paper held about three inches away from the mouth can serve to differentiate between the sound in Spanish and in English.

Practice: Spanish - canto English - can

| Initial | Final |
|---|---|
| can | beak |
| cookie | pick |
| car | kick |
| king | peek |
| cow | Dick |

Teaching points:

1. Use the lighted match or tissue paper technique to differentiate.

2. Give much practice on saying the sound in final position.

3. Make student aspirate the sound.

[ k ]

[ g ]

Dictionary Spelling:

k and g

Technical Description:

/k/ Voiceless velar stop

/g/ Voiced velar stop

Diagnosis:

The speaker of Spanish learning English tends to lose the sound /g/ when it is articulated between vowels. Between vowels Spanish /g/ is a fricative such as in agua. Otherwise, the sound /g/ in English and in Spanish is a velar stop. The back of the tongue touches the velum completely stopping the air stream before releasing.

Exercise:

Note: An upper level student may be asked to "gag". This reflex demonstrates the kinesthetic control of the back of the tongue and the soft palate. All students must learn to produce final "g" sounds.

| Initial | Intervocalic | Final |
|---|---|---|
| goat | bigger | dog |
| give | again | leg |
| go | wagon | pig |
| get | tiger | wig |
| game | begin | bug |

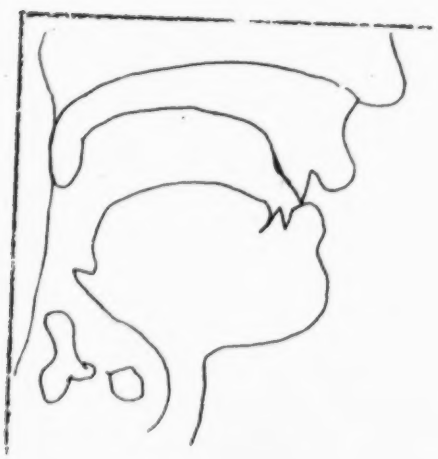
Teaching points:

1. Remember the difference of Spanish /g/ and English /g/. Use the "gag" technique to differentiate.

2. Use minimal pairs to demonstrate difference and for position.

3. In final positions have them aspirate the sound. Remember that not many words in Spanish terminate with "g". Make students aspirate sound. Have them feel the voicing of /g/.

# SLIT FRICATIVES



[ f ]

[ v ]

Dictionary Spelling:

f and v

Technical Description:

/f/ Voiceless labial-dental fricative

/v/ Voiced labial-dental fricative

Diagnosis:

The /f/ sound of Spanish is very similar in production to the English /f/ that there is no cause for difficulty. However, the sound of /f/ at the end of words must be taught.

Exercise:

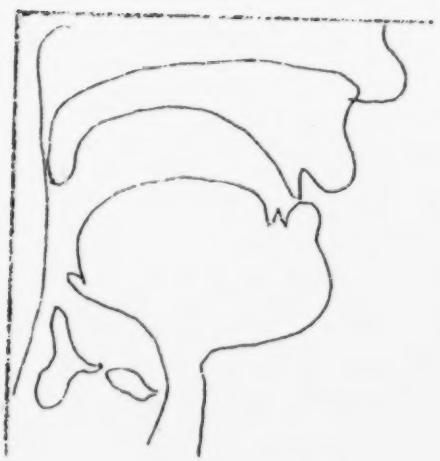
| Initial | Final |
|---|---|
| fat | roof |
| Freddy | beef |
| finger | half |
| funny | leaf |
| foot | hoof |

Teaching points:

1. Show the student the placement of upper teeth and lower lip.
2. Tell the student to turn off the motor in throat. Show student how to prolong puff of air at the end of a word.
3. Demonstrate and practice with minimal pairs.

[ f ]

[ v ]



Dictionary Spelling:

f and v

Technical Description:

/f/ Voiceless labial-dental fricative

/v/ Voiced labial-dental fricative

Diagnosis

The English sound /v/ is labial-dental whereas in Spanish is a voiced bilabial fricative. It is a sound occasionally described as a "v-like" sound but not made against the upper teeth.

Exercise:

| Initial | Final |
|---|---|
| vine | have |
| vase | rove |
| vat | Vivian |
| vote | live |
| van | believe |

Teaching points:

1. Show student the placement of upper teeth on the lower lip.
2. Have them put hands against vocal cords to feel voicing.
3. Demonstrate and practive with minimal pairs. fat-vat
   ban-van

[ θ ]

[ ð ]

Dictionary Spelling:

th- th

Technical Description:

/θ/ Voiceless inter-dental fricative

/ð/ Voiced inter-dental fricative

Diagnosis:

This sound /ð/ is peculiar to Spanish as spoken in Spain. Rarely, is it used in Spanish spoken in Latin America. Thus, the learner of English has to be taught to make the sound. The learner may substitute the following sounds for these sounds:

/s/ /f/ /t/ /d/

Exercise:

| Initial | Medial | Final |
|---|---|---|
| thin | birthday | south |
| think | anything | teeth |
| thank | something | fourth |
| thumb | wealthy | month |
| three | teething | sixth |

Teaching points:

1. Have the student place the tip of the tongue between the teeth.

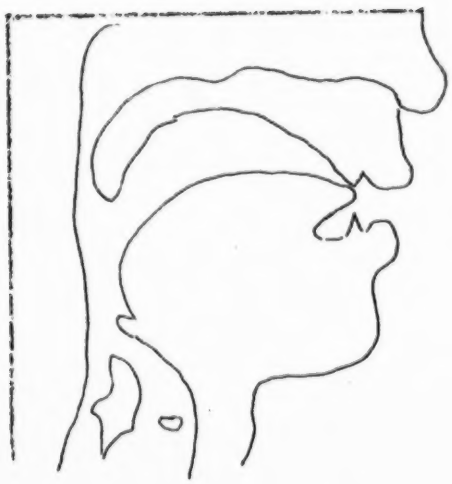
2. Have the student use a good puff of air. Have student move the tongue backward and forward between teeth while giving the puff of air.

3. Practice making sound and then use minimal pairs for exercise.

think-sink thin-tim

[ θ ]

[ d ]



Dictionary Spelling:

th

Technical Description:

/θ/ Voiceless inter-dental fricative

/ð/ Voiced inter-dental fricative

Diagnosis:

The student should have no great difficulty learning to produce this sound if he has adequately learned to produce the /θ/. The /ð/ is voiced. Much drill is needed.

Exercise:

| Initial | Intervocalic | Final |
|---|---|---|
| that | lather | bathe |
| these | rather | breathe |
| than | other | teeth |
| then | father | |
| the | brother | |

Teaching points:

1. Have student place the tip of the tongue between the teeth.
2. Have the student place his fingers against the vocal cords and "turn on his motor".
3. Practice making sounds and use minimal pairs for drill.

they-day then-den

# GROOVE FRICATIVES

[ S ]

[ Z ]

Dictionary Spelling:

s and z

Technical Description:

/s/ Voiceless dental sibilant

/z/ Voiced dental sibilant

Diagnosis:

In English the pronunciation of the /s/ is made with the sides of the tongue against the tooth ridge. A small groove is formed in the front of the tongue which channels the air stream against the tooth ridge and the upper teeth. A "whistling" sound is produced. For speakers of Spanish the spund is not extremely difficult.

Exercise:

| Initial | Final (double "s") |
|---|---|
| seven | hiss |
| sit | miss |
| sent | mess |
| same | fuss |
| sound | mass |

Teaching points:

1. Have student place tongue, lips, and teeth in position. Demonstrate.

2. Practice the sound and drill with minimal pairs.
   sum-thumb

Note: The problem most frequently encountered is that of s + consonant cluster. Example: sky- scat- slow. The Spanish language uses an "e" sound before the s + consonant cluster. Thus, the child is prone to say "e" - school, and "e" -slow, etc. Correct positioning of the tongue and drill will overcome the problem.

[ S ]

[ Z ]

Dictionary Spelling

s and z

Technical Description:

/s/ Voiceless dental sibilant

/z/ Voiced dental sibilant

Diagnosis:

The sound of /z/ in English has the same tongue position as /s/. Production differs only in that the /z/ is voiced.

The problem for Spanish-speakers arises from the fact that in English an orthographic "s" is used in intervocalic and final positions. However, the sound used is a /z/ in English whereas in Spanish it is an /s/ sound.

Exercise:

| Initial | Intervocalic (spelled "s", pronounced /z/) | Final |
|---|---|---|
| zoo | busy | his |
| zebra | roses | boys |
| zoom | rise | girls |
| zone | please | buzz |
| zip | is | signs |

Teaching points:

1. Have student place tongue in position for /s/ and "turn on motor".

2. Buzz a lot.

3. Practice sound and drill with minimal pairs.

sip-zip bus-buzz

[ʃ]

[ʒ]

Dictionary Spelling:

sh and zh

Technical Description:

/ʃ/ or /s̆/ Voiceless palatal sibilant

/ʒ/ or /z̆/ Voiced palatal sibilant

Diagnosis:

In the pronunciation of /s̆/ or /ʃ/ the tip of the tongue is very close to the tooth ridge and the middle of the tongue is close to the palate. The tongue is grooved and the lips are positioned outward. The teeth are close together. The sound does not exist in Spanish and is often confused with "ch".

Exercise:

| Initial | Medial | Final |
|---|---|---|
| shin | pushing | brush |
| ship | washes | cash |
| sheep | rushes | rush |
| show | dishes | mash |
| shut | pushes | push |

Teaching points:

1. Have student position lips, teeth, and tongue.
2. Have student place index finger against lips and push air stream straight following the finger.
3. Practice with minimal pairs.

   sheep-cheap  shoes-choose  washes-watches  cash-catch

[ ʃ ]

[ ʒ ]

Dictionary Spelling:

sh and zh

Technical Description:

/ʃ/ or /š/ Voiceless palatal sibilant
/ʒ/ or /ž/ Voiced palatal sibilant

Diagnosis:

The pronunciation of /ž/ or /ʒ/ is identical to that of /s/ or /ʃ/ except that the sound is voiced.

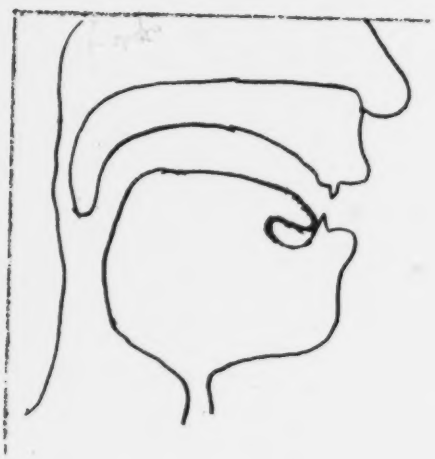
Exercise:

vision
measure
division
confusion
garage

Teaching points:

1. Have student position lips, teeth, and tongue as in the sound of /š/.
2. Have student "turn on motor".
3. Practice the sound and drill with contrasting pairs.

nation-vision glacier-glazier



[ h ]

Dictionary Spelling:

h

Technical Description:

/h/ Voiceless glottal fricative (aspirate)

Diagnosis:

The sound /h/ in Spanish is made with the tongue higher in the mouth and more tense than in English. Thus, the friction is produced against the velum. The English sound /h/ is a glottal sound, more relaxed, and produced deeper in the throat.

Exercise:

Note: The student may be helped by showing him how to blow on eyeglasses before cleaning them.

Initial

hoot
he
how
Henry
has

Teaching points:

1. Have students "relax" their throat. Tell them air must flow freely.
2. Have them use alot of air. Use the blowing on glasses technique.
3. Practice with minimal pairs.

# AFFRICATES

[ tʃ ]

[ dʒ ]

Dictionary Spelling:

ch

Technical Description:

/tʃ/ Voiceless palatal affricate

/dʒ/ Voiced palatal affricate

Diagnosis:

There should be no major problem with /tʃ/ because the "ch" sound exists in Spanish such as in the words choque, charlar, and chocolate. The problem is a confusion with /ʃ/ or /s/.

Exercise:

| Initial | Medial | Final |
|---|---|---|
| chair | teacher | peach |
| child | watches | beach |
| cheese | peaches | witch |
| chip | reaches | watch |
| chew | choo-choo | pitch |

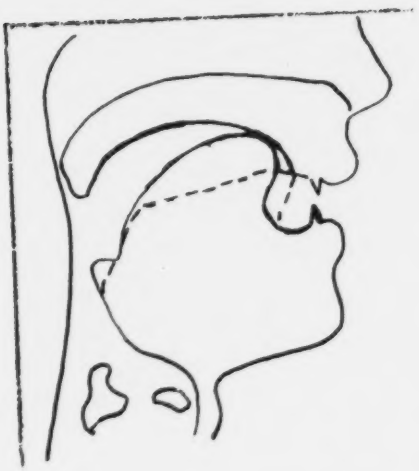
Teaching points:

1. Have student position tongue, teeth in place.

2. Have student place his fist in front of the mouth and move fist downward. The flow of air must follow the downward movement of the fist.

3. Practice the sound and drill with minimal pairs.

| | | |
|---|---|---|
| chin-shin | washes-watches | wish-witch |
| chew-shoe | | |
| chip-ship | | |



[ tʃ ]

[ dʒ [

Dictionary Spelling:

j

Technical Description:

/tʃ/ Voiceless palatal affricate

/dʒ/ Voiced palatal affricate

Diagnosis:

The sound of "j" in jump or "g" in gentle does not exist in Spanish. The letter "j" exists but is pronounced similar to "h" in English. Thus, the student must be taught to make the sound. As far as production the sound is the same as /tʃ/, except that it is voiced.

Exercise:

| Initial | Final |
|---|---|
| jump | cage |
| juice | page |
| jeep | orange |
| jingle | engine |
| giant | bridge |
| gentle | |

Teaching points:

1. Have student place tongue, teeth, etc., in position for /tʃ/ sound.
2. Have student "turn on motor". Say several "juh" sounds.
3. Practice saying sounds and drill with minimal pairs.

chin-gin

# R E S O N A N T S

(Laterals)

[ l ]

Dictionary Spelling:

l

Technical Description:

/l/ Voiced Alveolar lateral

Diagnosis:

The pronunciation of the consonant /l/ must be considered in two positions. Before vowels, the front part of the tongue is spread out and touches the tooth ridge while the middle of the tongue is high. (notice the sketch).

Exercise: (/l/ before vowels)

| | |
|---|---|
| list | line |
| lazy | lake |
| live | love |
| leave | lesson |
| slow | glove |

Teaching points:

1. Have the student place the tongue in position as in the sketch.
2. Demonstrate. The teacher must model well. Have the student repeat. Move from position of "l" to following vowel.
3. Drill above words and others.

[ l ]

Dictionary Spelling:

l

Technical Description:

/l/ Voiced Alveolar lateral

Diagnosis:

The pronunciation of /l/ after vowels has the tip of the tongue touching the tooth ridge. It curves upward, thus the middle of the tongue is low.

Exercise:

| | |
|---|---|
| call | self |
| pill | help |
| fell | felt |
| pull | milk |
| Paul | hall |

Teaching points:

1. Have the students pronounce the above words while making a slow transition between the vowel and the /l/ and keep the middle of the tongue low.

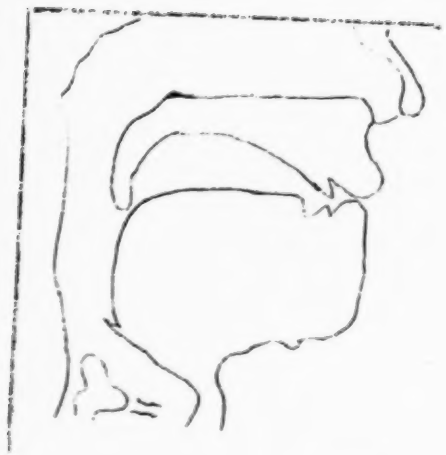
2. Demonstrate by exagerating. Show students by modeling for them. The use of mirrors for the student to see himself is a great aid.

3. Drill the sound using different vowel while still teaching the /l/ sound.

# R E S O N A N T S

(Nasals)

[ m ]



Dictionary Spelling:

m

Technical Description:

/m/ Voiced labial nasal

Diagnosis:

In order to produce the /m/ sound the lips are closed. The stream of air passes through the nose for this sound. Thus, the sound is a voiced labial sound. It presents no major problem for the speaker of Spanish except in final position since Spanish has no words ending with /m/.

Exercise:

| | |
|---|---|
| man | ram |
| miss | Sam |
| map | him |
| must | came |
| meet | comb |

Teaching points:

1. Have the student place lips and tongue in position.
2. While the student pronounces the sound of /m/ and drills, have him feel his nose with his fingers. He will feel a vibration as air stream passes.
3. Caution student to close the lips completely while pronouncing /m/, especially at the end of the words.

[ n ]

Dictionary Spelling:

n

Technical Description:

/n/ Voiced alveolar nasal

Diagnosis:

The sound of /n/ is a voiced alveolar nasal. In the production of the sound the front of the tongue touches the tooth ridge. The lips are open. The stream of air comes through the nose for this sound. (See sketch)

Exercise:

| Initial | Final |
|---|---|
| net | ran |
| nap | den |
| nut | tin |
| no | bone |
| nip | fun |

Teaching points:

1. Have the student place tongue on tooth ridge. Practice saying sound with the "motor turned on".

2. Have the student feel with the fingers the vibration in the nose.

3. Drill the sound in the words. Contrast with minimal pairs.
   cone-comb

[ ŋ ]

Dictionary Spelling:

ng

Technical Description:

/ ŋ / Voiced velar nasal

Diagnosis:

The consonant /ŋ/ represents the sound of the letters "ng" and is a voiced velar nasal. That is, the back of the tongue touches the velum during its production. There is no such sound in Spanish.

Exercise:

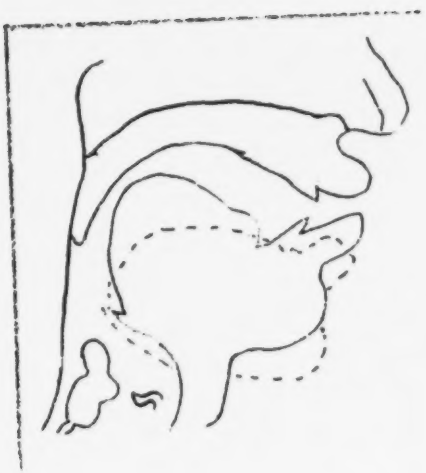
| Initial | Medial |
|---|---|
| song | finger |
| ring | bringing |
| bang | singing |
| sung | ringing |
| tongue | eating |

Teaching points:

1. Have the student remember the "gag" sound of /g/.
2. Have the student combine an /n/ sound before gagging. Then practice the above words adding others.
3. Drill the sound in words. Use minimal pairs.
   win-wing run-rung

# SEMI-
# CONSONANTS

[ w ]



Dictionary Spelling:

w

Technical Description:

/w/ Voiced Bilabial semiconsonant

Diagnosis:

The consonant sound /w/ is a voiced glide. The glides such as /h/, /hw/, /y/, /w/, and /r/ are formed like vowels. In the pronunciation of these consonants the air stream has no obstruction. Thus, these vowel-like consonants move or glide from a consonant position to the vowel that follows.

At the onset of the /w/ the lips are positioned for a vowel /u/ sound. The lips move from this position to the vowel that follows. The /w/ is produced. The tongue glides into the vowel following the /w/. No such exists in Spanish.

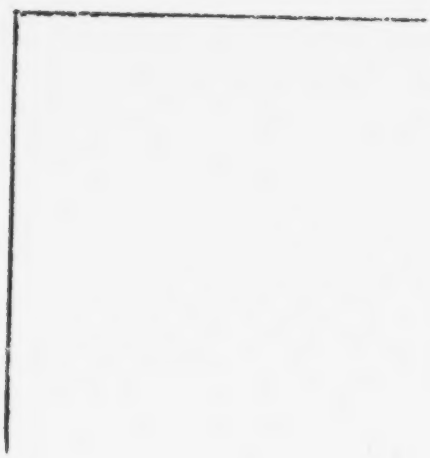
Exercise:

| | |
|---|---|
| we | woman |
| wet | water |
| wall | wood |
| was | wool |
| want | want |

Teaching points:

1. Have student position the lips for /u/ sound.
2. Have the student unround the lips and with the tongue glide smoothly into the position of the vowel which follows /w/.
3. Have student make this action with "motor turned on".
4. Drill. Practice words. Be sure teacher models well.

   Note: Make student aware of tongue and lips changing during the pronunciation of /w/. (See sketch)



[ r ]

Dictionary Spelling:

r

Technical Description:

/r/ Voiced retroflex

Diagnosis:

This sound is produced with the tip of the tongue curled back toward the palate. (retroflex) However, since it is a glide, the sound must be pronounced in several positions.

Exercise:

1. /r/ after vowels- The voiced sound of the vowel continues to the /r/ sound that follows. The glide is from the preceeding vowel to the /r/ sound which is produced in the above described fashion.

   Example:

   | | |
   |---|---|
   | fork | yard |
   | car | very |
   | farm | here |
   | teacher | garden |
   | corner | large |

2. /r/ before vowel- The tongue is in above described position. Lips are rounded. Voicing begins and the tip of the tongue lowers to produce the vowel following the /r/. The voiced sound is continuous during the pronunciation of /r/ sound as well as the following vowel sound.

   Example:

   red
   run
   riding
   room
   rip

3. After stops (p, t, k, b, d, g) in same syllable (cluster), /r/ is almost voiceless and somewhat fricative. The tongue does not touch the palate or tooth ridge.

   Example:

   prince
   tree
   crack
   brown
   drive
   green

   Note: Drill student on placing /r/ in final position or end of word.

   Example:

   bear
   door
   your
   hair
   fire

Teaching points:

1. Have student practice gliding from the vowel to /r/ sound. Demonstrate! Model well! Use mirror.

2. Have student practice glide from /r/ sound to vowel sound. Again, demonstrate! Model well! Use mirror.

3. Practice with above words and many others.

4. Remind the student that the tongue does not touch or vibrate against the tooth ridge or palate when /r/ is pronounced correctly.

[ y ]

Dictionary Spelling:

y

Technical Description:

/y/ Voiced alveo-palatal semi-consonant

Diagnosis:

The /y/ sound is another voiced glide. At the beginning of the /y/ sound the tongue is in a high front position. (see sketch) The tongue glides into the position of the following vowel and the voiced sound continues.

It helps to compare this sound in initial position with the Spanish sound of "ll" as in llanta, lloro, caballo, or llover.

Exercises:

| | |
|---|---|
| you | yesterday |
| yes | university |
| yard | yankee |
| yellow | Yolanda |
| year | yell |

Teaching points:

1. Have student place tongue in position for an /i/ vowel sound.

2. Have student move tongue from this position to different vowel sounds in nonsense syllables.

3. Practice the glide (remind the student that the sound exists in Spanish) into other vowels. Model the sound for the student. Use mirror.

4. Drill using minimal pairs.

yell-jell jello-yellow

# APPENDICES

# APPENDIX A

(Consonant Chart)

| Manner / Points of Articulation | Stops | | Affri-cates | | Fricatives | | | | Resonants (all voiced) | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | Vd | | Vl | | Slit | | Groove | | | | |
| | | | | | Vd | Vl | Vd | Vl | Lat. | Nas. | Semi-Con. |
| Bilabial | b | p | | | | | | | | m | w |
| Labio-dental | | | | | v | f | | | | | |
| Dental | | | | | ð | θ | | | | | |
| Alveolar | d | t | | | | | z | s | l | n | r |
| Alveo-palatal | | | ʤ | ʧ | | | ʒ | ʃ | | | y |
| Velar | g | k | | | | | | | | ŋ | |
| Glottal | | | | | | | | h | | | |
| | | | | | | | | | | | |

The Consonantal Phonemes of English

# A P P E N D I X  B

(Vowel Chart)

THE VOWEL PHONEMES OF ENGLISH

/ i / feet — boot / u /

/ I / fit — book / U /

/ e / wait — look / O /

/ɛ / let — bought / ɔ /

/æ/ cat

/ a / father

THE VOWEL PHONEMES OF SPANISH

/i/ viví — / u / luna

/ e / [e] tengo, [ɛ] tenga — / o / [o] cosa, [ɔ] orden

/ a / casa

# A P P E N D I X  C

(Answers to Pre-Test)

## Answers to Preliminary Test

1. Classify these sounds as to the major point of articulation, the manner of articulation, and voicing. (2 pts. ea.)-10 pts.

| | | | | | | |
|---|---|---|---|---|---|---|
| p | 1. | bilabial | 2. | Stop | 3. | Voiceless |
| t | 1. | alveolar | 2. | Stop | 3. | Voiceless |
| k | 1. | velar | 2. | Stop | 3. | Voiceless |
| f | 1. | Labio-dental | 2. | Fricative | 3. | Voiceless |
| ~~θ~~ | 1. | dental | 2. | Fricative | 3. | Voiceless |

2. What is language?

   Language can be defined as the system of arbitrary vocal symbols by which the members of a speech community communicate with each other.

3. What is linguistics?

   Linguistics is the scientific study of languages. It is the study of human speech including the units, nature, structure and development of language.

4. Explain these terms: (5 ea. - 10 pts.)

   Encode- *to send message*

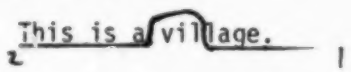
   Decode- *to hear message*

5. A phoneme is: (circle one) (10 pts.)

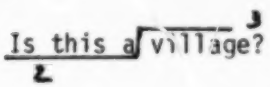
   1. form
   2. the smallest unit of sound that distinguishes one utterance of a word from another in a given language.
   3. any of the variant forms of a morpheme.
   4. none of these.

6. Using the designations- Normal (2), High (3), Low (1)- mark the following sentence for pitch.

Statement



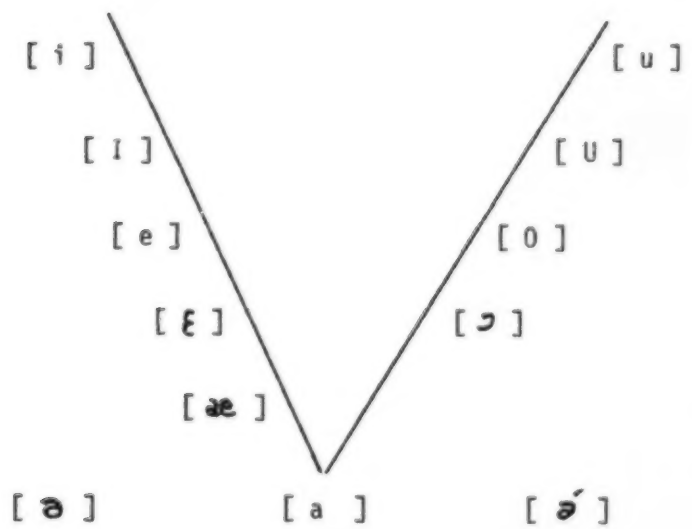

Question




7. Use the following sentence as a model and complete a one-slot substitution drill.

Model: I have a dog. (cat, goat, turtle, cow, dog)

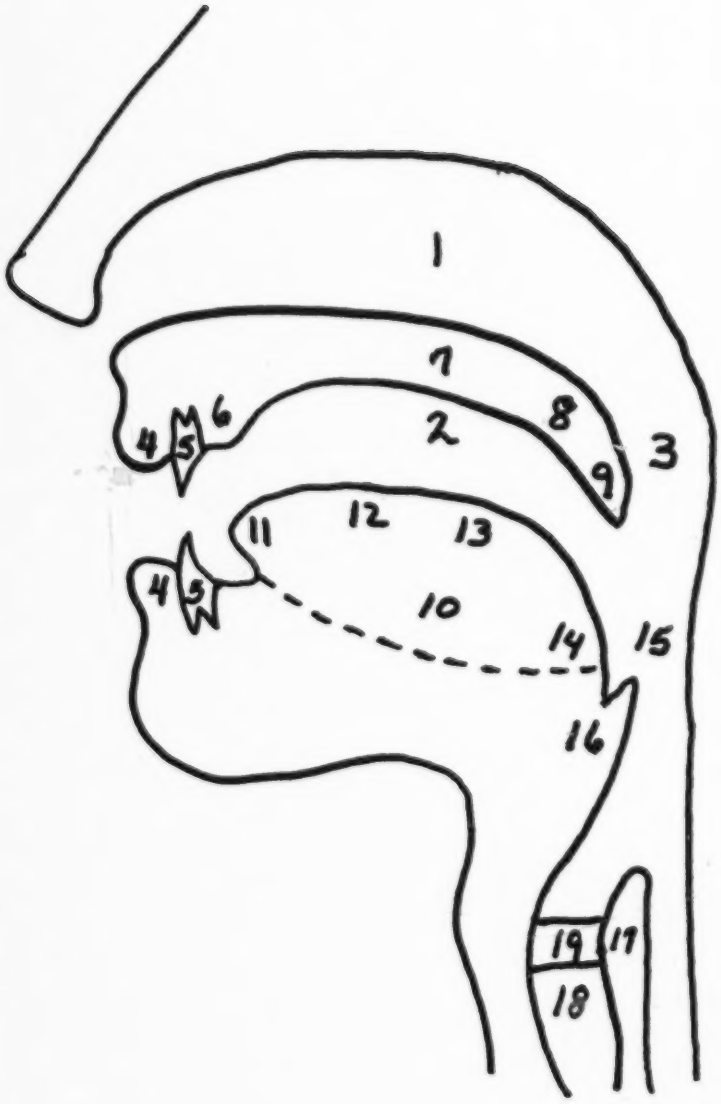
8. Complete the vowel triangle:




9. Name three English sounds that present difficulty in pronunication for a speaker of Spanish.

1. /ŋ/ 2. /v/ 3. /ɚ/

10. List the articulatory organs on the diagram furnished.




1. Nasal Cavity
2. Oral Cavity
3. Nasal Passage
4. Lips
5. Teeth
6. Alveolae or gum ridge
7. Hard Palate
8. Soft Palate or Velum
9. Uvula
10. Tongue
11. Tip of Tongue
12. Front of Tongue
13. Middle of Tongue
14. Back of Tongue
15. Pharynx
16. Epiglottis
17. Glottis
18. Larynx
19. Vocal Cords

ARTICULATORY ORGANS